

**Georgia Performance Standards
Fine Arts**

GRADES 6 – 8

DANCE – ADVANCED

Foundations – Fundamental concepts, principles, and skills

DMSAFD.1 Identifies and demonstrates movement elements, skills, and terminology in dance

- a. Participates in dance technique based warm-up exercises that hone dance skills of one or more specific dance genres
- b. Compares terminology of various dance styles, and recognizes underlying similarities and differences in use of energy, space, and time
- c. Demonstrates projection, focus, control, strength and coordination and connectivity (e.g., within body, body to space) in performing a combination of locomotor and axial movements
- d. Demonstrates increased ability and skill to sustain longer and more complex movement sequences with focus, projection, smooth transitions and artistry
- e. Refines and corrects movements and movement executions based on constructive feedback (e.g., intrinsic, oral and written corrections, video)

DMSAFD.2 Understands and models dance etiquette as a classroom participant, performer, and observer

- a. Demonstrates attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment
- b. Demonstrates concentration, focus, and respects the focus of others in the performance of skills
- c. Exhibits self-initiative in modeling appropriate behaviors and skills as an audience member and dance observer

DMSAFD.3 Recognizes concepts of anatomy and kinesiology in movement

- a. Identifies common dance injuries and identifies exercises to target muscular imbalances
- b. Identifies and applies dance science principles to improve strength, endurance, and flexibility
- c. Recognizes the principles of a safe, progressive, sequential order of exercises in a dance technique class

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- DMSAFD.4 Understands and applies music concepts to dance
- a. Applies musical forms (e.g., ABA, fugue, canon) to dance
 - b. Analyzes different rhythm structures from a variety of music idioms and cultures and applies to appropriate dance styles
 - c. Demonstrates a basic understanding of musicality
 - d. Demonstrates musicality while performing and creating dance phrase

Creating – Expression of ideas, experiences, feelings, and images

- DMSACR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures
- a. Demonstrates partner skills in a visually interesting way through exploration of weight and force (e.g., contact improvisation)
 - b. Applies dance technique principles to the choreographic context
 - c. Develops versatility through experimentation with various movement approaches
 - d. Demonstrates and recognizes a variety of structures, forms, and designs (e.g., AB, ABA, Canon, Call-Response, Narrative, Contrasting/Complimentary Shapes, Symmetry)

- DMSACR.2 Demonstrates an understanding of dance as a way to create and communicate meaning
- a. Explores abstract ideas through simple movement in individual and small group study
 - b. Implements, with purpose, the use of props within the choreography
 - c. Understands how theatrical elements such as costuming and lighting contribute to the meaning of the dance
 - d. Demonstrates individuality of expression in performance

Response – Reflection, analysis, and evaluation

- DMSARE.1 Demonstrates critical and creative thinking in all aspects of dance
- a. Critiques movement qualities and choreography using the elements of dance (e.g., spatial design, variety, contrast, clear structure)
 - b. Observes and critiques dance performances using specified criteria and appropriate dance terminology
 - c. Compares and contrasts multiple choreographed works
 - d. Discusses the experience of performing a choreographed and improvised work

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- e. Proposes ways to revise choreography according to established assessment criteria
- f. Defends the similarities and differences between observing live and recorded dance performances
- g. Engages in self-reflection as creator and performer
- h. Engages in self-assessment as creator and performer

Connections – Exchanging and relating ideas, experiences, and meaning

DMSACO.1 Demonstrates and understands dance in various cultures and historical periods

- a. Critiques performances from at least two different folk and/or classical dances from various cultures including similarities and differences in steps and movement styles
- b. Performs two or more folk, social, and/or theatrical dances from a broad spectrum of twentieth-century America
- c. Understands the role of dance in at least three different cultures or time periods and their influence on the modern world
- d. Uses a variety of community resources (e.g., people, books, videos) to share and teach about folk dances of different cultures or social dances of different time periods including the cultural/historical context of those dances

DMSACO.2 Demonstrates an understanding of dance as it relates to wellness

- a. Practices habits of health and nutrition to enhance dance ability
- b. Transfers an understanding of effective use of time-management, listening, problem-solving, and team work skills can be applied to activities in other group settings

DMSACO.3 Integrates the use of technology and new media

- a. Demonstrates skill in using media and technology to learn about dance as an art form
- b. Demonstrates an ability to use media and technology tools related to dance performance

DMSACO.4 Demonstrates and understands dance as it relates to other areas of knowledge

- a. Compares and contrasts dance to other art forms
- b. Explores commonalities of essential concepts shared between dance and other subject areas
- c. Identifies career possibilities in dance and dance related fields